

Spanish Term Course · Spring

COURSE IDENTIFICATION DATA

Course name: Spanish Term Course — Spring Term

Centre: Complutense Centre for the Teaching of Spanish (CCEE), UCM

CEFR level: from A1 to C2

Duration:

- 120 hours (12 h/week)
- 140 hours (14 h/week)
- 160 hours (16 h/week)
- 180 hours (18 h/week)
- 200 hours (20 h/week)

Course period: from 5 April to 15 June 2027

Structure: One term of ten teaching weeks, with an examination at the end of the course.

Mode of study: On campus

Timetable: Morning group (9:00 a.m. to 1:00 p.m.) or afternoon group (3:00 p.m. to 7:00 p.m.)

Certification: CCEE-UCM Diploma, awarded on passing the examinations and meeting the attendance requirement

Placement test: Online, approximately 15 days before the course begins



AIM

The Spring Spanish Term Course is designed for students at all levels of the Common European Framework of Reference for Languages (CEFR), from A1 to C2, who wish to learn or improve their Spanish.

The aim is to develop competence in Spanish across the various language skills, so that students can understand and produce spoken and written messages in Spanish with accuracy, precision and appropriateness to the communicative context, at the level in which they are enrolled. Because of its position in the calendar, the spring course is geared towards certification, since it coincides with the spring DELE examination sessions, and it concentrates the fieldwork outings and cultural projects of the year.

RATIONALE AND FRAME OF REFERENCE

The CCEE organises its teaching in **nine stages**, which divide CEFR levels A2, B1 and B2 into two and keep A1, C1 and C2 whole. The subdivision reflects the length of those levels: A2, B1 and B2 are the longest stages and the ones in which learners need an intermediate checkpoint in order to perceive their own progress.

Stage	CCEE name	CEFR level	CEFR user
1	Beginner	A1	Basic
2	Elementary	A2.1	Basic
3	Lower intermediate	A2.2	Basic
4	Intermediate	B1.1	Independent
5	Upper intermediate	B1.2	Independent
6	Advanced	B2.1	Independent

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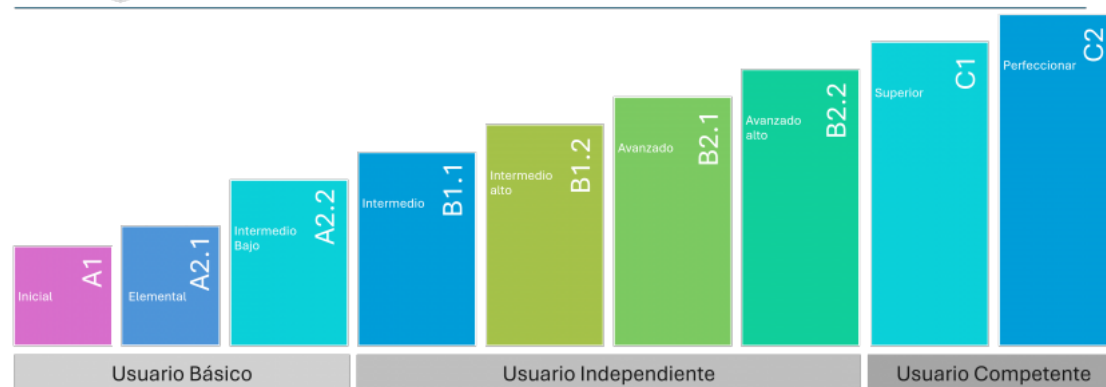
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Spanish Term Course · Spring

Stage	CCEE name	CEFR level	CEFR user
7	Upper advanced	B2.2	Independent
8	Superior	C1	Competent
9	Proficiency	C2	Competent



Niveles CCEE



Niveles MCER

THE UNIT OF PROGRESSION IS THE TERM, NOT THE HOUR

At the CCEE, the weekly teaching load determines how many subjects students take. A student taking 12 hours a week and one taking 20 may share the same group, stage and examination; what sets them apart is the depth of treatment, the additional subjects and the range of skills worked on.

Three rules governing the whole syllabus follow from this principle:

Rule 1. One teaching term is equivalent to one stage. The end-of-term examination is the stage progression examination.

Rule 2. The **compulsory core of each stage fits into 120 hours**, which is what the minimum option of 12 hours a week guarantees.

Rule 3. The hours beyond those 120 provide automatization and additional skills, such as vocabulary expansion, extended writing and examination training, on the same core.

THE FULL PATHWAY

Nine stages, one per term: **three academic years from zero to C2**. Each term course is equivalent to one complete stage: students join at the level assigned to them by the initial placement test. On passing the final examination they move up to the next stage, which they may take in the term immediately

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Spanish Term Course · Spring

following. The spring course closes the academic year: students who have taken the autumn and winter courses complete their third stage here, and those joining for the first time enter the stage that corresponds to them. Passing the three term courses of the year is equivalent to completing the Spanish Academic Year Course.

WEEKLY OPTIONS AND ALLOCATION OF SUBJECTS

Subject	12 h	14 h	16 h	18 h	20 h
Grammar (G)	4	4	4	4	4
Reading comprehension and written expression (CEE)	4	4	4	4	4
Listening comprehension and oral expression (CEO)	4	4	4	4	4
Vocabulary (L)	—	2	2	2	2
Composition (C)	—	—	2	2	2
Grammar practice (P)	—	—	—	2	2
DELE preparation	—	—	—	—	2
Total	12	14	16	18	20

THE ROLE OF EACH ADDITIONAL SUBJECT

- **Vocabulary (L).** Expands and systematises the semantic fields of the stage through mind maps, word families and collocations. It introduces no notions outside the stage: it goes deeper into those of the core.
- **Composition (C).** Moves writing into the full process (planning, drafting, peer review, rewriting) and increases the length of texts beyond what is required in the examination.
- **Grammar practice (P).** Automatises the forms introduced in Grammar through drilling, dictation, text reconstruction and collective correction of the group's corpus of errors.
- **DELE preparation.** Trains examination format, time management and test-taking strategies on content already acquired.

Implications for assessment: The stage examination is the same for all weekly options. The additional subjects are assessed within continuous assessment and never in the progression test, which ensures that students taking 12 hours a week are not at a disadvantage.

FRAME OF REFERENCE

The curriculum rests on the *Common European Framework of Reference for Languages* (2001) and its *Companion Volume* (2020), and on the *Plan curricular del Instituto Cervantes* (2006), from which it takes

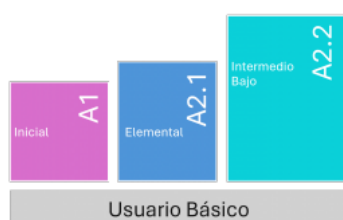
Spanish Term Course · Spring

the three dimensions of the learner (social agent, intercultural speaker, autonomous learner) and the twelve content inventories that organise the content sections of each stage.

An action-oriented approach with task-based sequences; contextualised presentation before systematisation; Spanish as the language of the classroom from the first session; a pan-Hispanic treatment of the language (the Castilian variety as the productive reference, receptive exposure to all varieties); error understood as evidence of interlanguage; portfolio work and self-assessment using "can do" descriptors; use of the immersion setting through fieldwork tasks.

STAGE SYLLABUSES

STAGE 1 · BEGINNER (A1)



IDENTITY

Students move from having no contact with Spanish to handling, with support from their interlocutor, the most predictable situations of daily life in Madrid. This is the stage in which immediate linguistic survival carries the greatest weight, and the only one that requires a specific module on sound-spelling correspondence for students literate in another writing system.

OBJECTIVES

- **Reading:** understand names, words and very simple phrases on signs, catalogues, forms and advertisements; locate a specific piece of information in a very short text.
- **Listening:** recognise basic words and expressions about themselves, their family and their immediate surroundings, provided people speak slowly and clearly.
- **Spoken production:** use simple phrases to describe where they live and the people they know.
- **Spoken interaction:** ask and answer questions about personal details; take part in very simple exchanges with help from the interlocutor.
- **Written production and interaction:** fill in forms; write postcards, notes and short messages.

Spanish Term Course · Spring

- **Mediation:** pass on a simple, predictable piece of information (price, time, address) with gestural and visual support.

CONTENT

Grammar. Gender and number of nouns and adjectives. Definite and indefinite articles. Demonstratives and unstressed possessives. Basic cardinal and ordinal numerals. Quantifiers. Subject pronouns and subject omission. Present indicative: regular verbs, stem-changing verbs, first-person irregulars and wholly irregular verbs. Contrast between *ser* / *estar* / *hay*. Reflexive verbs of daily routine. *Gustar*, *encantar*, *doler* with indirect object pronouns. Verbal periphrases *ir a* + infinitive, *tener que* + infinitive, *querer* / *poder* + infinitive, *estar* + gerund. Question words. Negation. Basic prepositions and contractions. Connectors *y*, *o*, *pero*, *porque*, *también*, *tampoco*.

Pronunciation and spelling. The alphabet and sound-spelling correspondence. The five-vowel system. Consonants of general difficulty (/r/-/r/, /b/, /x/, /ɲ/, /θ/-/s/, with an explanation of seseo as a pan-Hispanic norm). Syllable and stress; oxytone, paroxytone and proparoxytone words. Declarative and interrogative intonation. Capital letters. The correspondences *c/qu/k*, *g/gu/j*, *b/v*, *h*, *ll/y*, *r/rr*. Opening punctuation marks.

Functions. Greeting and saying goodbye. Introducing oneself and others. Spelling out loud. Asking for and giving personal information. Identifying and describing people, objects and places. Expressing existence and location. Expressing likes and agreeing or disagreeing with them. Talking about routine and frequency. Telling the time and the date. Ordering in a bar or restaurant. Shopping. Expressing basic need, obligation and wish. Talking about immediate plans. Asking for permission, favours and clarification.

Pragmatic tactics and genres. Opening and closing formulas; contact-control markers; basic deixis; elliptical answers; the first distinction between *tú* / *usted*. Spoken genres: conversation on personal topics, transactions in a shop or bar, classroom instructions. Written genres: form, record card, postcard, note, text message, list, menu, timetable, sign, short advertisement.

Vocabulary. Personal identification and documents. Family. Physical appearance and character. Housing and furniture. The classroom and studies. Numbers, time and the calendar. Daily life and free time. Food and eating out. Shops, clothes and prices. The city and its services. The weather.

Culture and interculturality. Spain and the Spanish-speaking world. Madrid and the university campus. Timetables, mealtimes and tapas. Greetings, physical contact and forms of address. Urban transport. Festivals falling within the term. Observing and recording differences without passing judgement.

Strategies. Inference from context and images. Memorised formulas. Compensation through gesture. Organising vocabulary by semantic field. Using dictionaries and apps.

Spanish Term Course · Spring

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: the semantic fields of the stage with visual support and mind maps; first collocations (*hacer la compra, tomar algo*).

Composition: texts of 60-80 words written in stages.

Practice: automatising the present tense, dictation and sentence reconstruction.

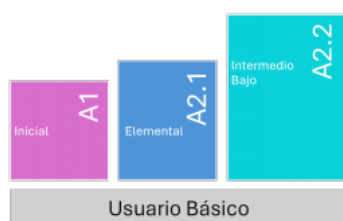
DELE: familiarisation with the A1 format and the answer sheet.

ASSESSMENT

Stage examination: reading (45 min), listening (25 min), written production and interaction (25 min), spoken production and interaction (10 min with 10 min preparation) and a language-in-use paper. Pass mark: 60 % overall and a minimum of 50 % in each skill.

Class attendance and participation, homework and additional activities may also be assessed. Attendance is compulsory for 80% of the course.

STAGE 2 · ELEMENTARY (A2.1)



IDENTITY

Students gain access to the past and with it to the narration of their own experience. They stop depending on their interlocutor in everyday transactions and begin to manage social relationships (arranging to meet, invitations, excuses).

OBJECTIVES

- **Reading:** understand short, predictable texts (personal emails, leaflets, instructions, advertisements) and identify specific information.
- **Listening:** understand the essentials of messages, announcements and simple conversations on familiar matters, when clearly articulated.
- **Spoken production:** narrate past events and describe experiences in a series of linked sentences.

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Spanish Term Course · Spring

- **Spoken interaction:** cope with everyday transactions and brief social exchanges; arrange to meet and respond to invitations.
- **Written production:** write emails and personal messages of a narrative kind using basic connectors.
- **Mediation:** convey the main content of a short, simple text to a third party.

CONTENT

Grammar. Present perfect: forms, irregular participles and time markers. Preterite: regular verbs and frequent irregulars. Contrast between present perfect and preterite. Direct object pronouns; combined direct and indirect object pronouns; position with infinitives and gerunds. Comparatives of superiority, inferiority and equality; irregular comparatives; relative and absolute superlatives. Affirmative imperative (tú, usted, vosotros). Verbal periphrases *acabar de*, *volver a*, *empezar a*, *seguir* + gerund, *soler*. Relative clauses with *que* and *donde*. Markers for organising a narrative.

Pronunciation and spelling. Diphthongs, triphthongs and hiatus. Linking between words. Intonation in lists and in narrative. General rules of written accentuation. Frequent diacritical accents. Punctuation in narrative texts. Common abbreviations.

Functions. Recounting past events and experiences and placing them in time. Talking about one's own life and other people's. Arranging to meet: proposing, accepting, declining, making excuses. Inviting and responding. Giving instructions and directions. Giving advice. Expressing physical states and describing symptoms. Comparing people, places and prices. Making basic evaluations.

Pragmatic tactics and genres. Holding and yielding the turn. Reformulation (*o sea*) and exemplification. Softening requests. Politeness in refusals and excuses. Chronological order and narrative planes. Spoken genres: simple telephone conversation, short interview, account of an experience, medical appointment. Written genres: personal email, diary or blog entry, short biography, recipe, invitation.

Vocabulary. Neighbourhood, transport and finding one's way. Travel and accommodation. The body, health and the pharmacy. Occupations and working conditions. Life stages and major life events. Personal belongings and everyday technology. Household chores. Moods and feelings.

Culture and interculturality. Festivals of the Hispanic calendar and their origins. Regional gastronomy. Healthcare and housing in Spain. The Prado Museum. Biographies of Hispanic figures as a context for the past. Contrasting one's own rituals and celebrations with those of others.

Strategies. Selective and global listening. Lexical inference through word families. Compensatory paraphrase. Planning a written text. Correction code and self-correction.

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: word families and derivation (*-ción*, *-dor*, *-ería*); false friends according to the first languages present in the group.

Spanish Term Course · Spring

Composition: texts of 100-130 words with peer review.

Practice: contrast between present perfect and preterite, and automatization of participles and irregular forms.

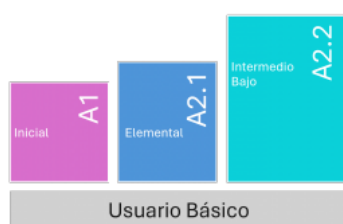
DELE: individual A2 tasks by skill.

ASSESSMENT

DELE-type stage examination reduced to the content of the stage, plus a language-in-use paper. Particular weight is given to the coherence of narrative in the past.

Class participation, homework and additional activities may also be assessed. Attendance is compulsory for 80% of the course.

STAGE 3 · LOWER INTERMEDIATE (A2.2)



IDENTITY

This stage closes level A2. Students complete the past-tense system with description, gain access to the future and to the conditional of politeness, and handle everyday paperwork and disputes. On passing this stage they obtain full CEFR level A2.

OBJECTIVES

- **Reading:** understand the general idea and the relevant details of simple texts with predictable content, including official notices and advertisements for services.
- **Listening:** understand conversations and messages on everyday matters, including complaints and announcements.
- **Spoken production:** describe people, places and past habits; talk about plans and projects.
- **Spoken interaction:** deal with simple administrative matters and complaints; express opinions, agreement and disagreement in a basic way.

Spanish Term Course · Spring

- **Written production:** write semi-formal emails, simple descriptive and narrative texts and forum messages.
- **Mediation:** pass on notices and instructions; explain a cultural practice, their own or another's, in simple terms.

CONTENT

Grammar. Imperfect: regular and irregular forms and descriptive and habitual uses. Contrast between preterite and imperfect in narrative. Extended contrast between *ser* / *estar*, including adjectives that change meaning. Future simple: forms, prediction and basic conjecture; contrast with *ir a* + infinitive. Conditional simple: politeness and advice. Negative imperative and an introduction to the present subjunctive in limited contexts (wishes, requests). Introduction to the pluperfect. Reported speech in the present. Impersonal *Se* and the reflexive passive. Real conditionals. *Hay que* + infinitive. Connectors of cause, consequence and contrast.

Pronunciation and spelling. Expressive intonation: surprise, doubt, politeness, emphasis. Contrastive stress. Pauses and segmentation in reading aloud. Aural recognition of Peninsular, Mexican, River Plate and Caribbean varieties. Written accentuation of diphthongs, hiatus and monosyllables. Punctuation in semi-formal emails. The conventions of digital writing as against formal register.

Functions. Describing habitual actions in the past and contrasting them with the present. Making predictions and talking about projects. Expressing wishes, intentions and probability. Making polite requests; making complaints and claims. Resolving a problem in a shop, in accommodation or with a service. Passing on other people's messages. Expressing feelings and reactions. Setting conditions. Arguing for and against in a basic way. Congratulating, thanking and apologising.

Pragmatic tactics and genres. Intensifying and softening opinions and complaints. Partial agreement (*sí, pero...*). Compensation through paraphrase and superordinate terms. Matching register to channel. Spoken genres: short prepared presentation, simulated complaint, basic debate, simple radio news item. Written genres: semi-formal email of request and complaint, basic CV, opinion forum, short news item, simple summary.

Vocabulary. Administrative matters and services: bank, post office, town hall, municipal registration, renting. Consumer affairs, guarantees and complaints. Media and social networks. Culture and leisure. University life. The environment and sustainable habits. Society and community life. Job hunting.

Culture and interculturality. Contemporary Hispanic cinema. Short literature and comics. Latin American art. The press in Spanish. The Spanish of the Americas: varieties and attitudes. Administrative procedures for international students. Analysing stereotypes in both directions. Basic cultural mediation.

Strategies. Basic note-taking. Using a monolingual learner's dictionary. Self-assessment with descriptors for full level A2. Independent preparation for certification.

Spanish Term Course · Spring

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: transparent high-frequency idioms; basic administrative vocabulary.

Composition: texts of 150-180 words; semi-formal letter and CV.

Practice: contrast between the three past tenses and automatization of the future and the conditional.

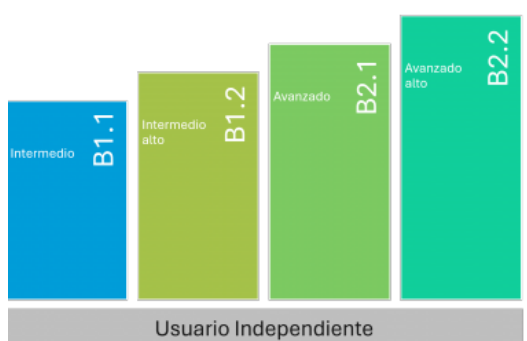
DELE: a full timed A2 mock examination and analysis of the marking scales.

ASSESSMENT

A2 DELE-type stage examination and/or a language-in-use paper. Passing it certifies full level A2 within the centre.

Class participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 4 · INTERMEDIATE (B1.1)



IDENTITY

Entry into the independent user. Students take on the subjunctive and with it the expression of wishes, evaluation and feelings; they begin to give reasoned opinions and to handle two time frames within a narrative.

OBJECTIVES

- **Reading:** understand texts written in everyday language on familiar topics, including the description of events, feelings and wishes.

Spanish Term Course · Spring

- **Listening:** understand the main points of clear speech on everyday, work-related or study-related matters.
- **Spoken production:** link phrases to describe experiences, events and ambitions; narrate using different time frames.
- **Spoken interaction:** take part spontaneously in conversations on familiar topics; give brief reasons for opinions.
- **Written production:** write simple, cohesive texts on familiar topics or topics of personal interest.
- **Mediation:** summarise and pass on the content of a clear text; help communication along in multilingual groups.

CONTENT

Grammar. Present subjunctive: regular and irregular forms. Uses in noun clauses of wish, feeling, evaluation and request; contrast with the indicative. Imperative with pronouns. Pluperfect. Sequence of past tenses in narrative. Relative clauses with indicative and subjunctive. Temporal clauses with *cuando* and the subjunctive. Purpose clauses with *para que*. Verbal periphrases *llevar + gerund*, *ponerse a*, *dejar de*, *estar a punto de*. Markers of organisation, addition and contrast.

Pronunciation and spelling. Breath groups and pauses in extended discourse. Intonation of doubt and concession. Written accentuation of hiatus and compound words. Punctuation in the service of cohesion.

Functions. Expressing wishes, feelings and reactions. Evaluating events and situations. Giving and justifying opinions. Giving and asking for nuanced advice. Expressing probability. Narrating with anteriority and simultaneity. Summarising. Organising a short presentation.

Pragmatic tactics and genres. Softening and intensifying. Negative politeness in requests. Thematic progression and co-reference. Deliberate shifts of register. Spoken genres: presentation with visual support, interview, extended narrative, following a lecture. Written genres: professional email, review, descriptive report, summary, topic blog, narrative text.

Vocabulary. Education and academic life. Work and the professional world. Housing and living together. Health and well-being. Personal relationships. Emotions and character (extended). Frequent collocations, prefixation and suffixation.

Culture and interculturality. The territorial and political organisation of Spain. The education and university system. Linguistic diversity in the Iberian Peninsula. Accessible contemporary literature and cinema. Intercultural misunderstandings and repair strategies.

Strategies. Structured note-taking. Planning and revising a text. Self-regulation of recurrent errors. Language tandems and use of the surrounding environment.

Spanish Term Course · Spring

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: productive derivation and academic and professional fields.

Composition: texts of 180-220 words organised in paragraphs.

Practice: contrast between indicative and subjunctive and automatised forms.

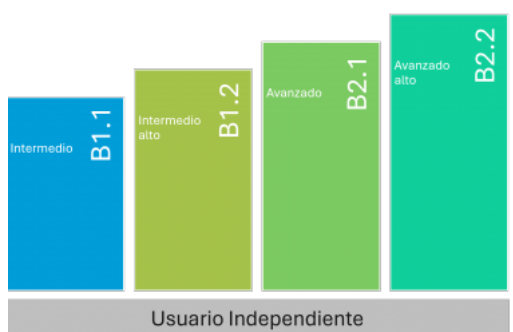
DELE: B1 tasks by skill and presentation of the marking scales.

ASSESSMENT

Stage examination in a format similar to the **B1 DELE**, adjusted to the content of the stage, with one mediation task. Credit is given to the justification of opinions and to the coherence of narrative.

Class participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 5 · UPPER INTERMEDIATE (B1.2)



IDENTITY

This stage closes level B1 and consolidates the threshold of autonomy. Students argue a case, formulate hypotheses, report other people's words and handle complaints and negotiations with nuance. On passing this stage they reach full CEFR level B1, the level most often required for academic and professional purposes.

OBJECTIVES

- **Reading:** Reading: understand the essential information and the conclusion of opinion pieces and general-interest articles; follow a simple line of argument. Follow written instructions relating to everyday appliances, administrative procedures or routine work processes.

Spanish Term Course · Spring

- **Listening:** understand the key information in radio and television programmes on topics of interest and in clear speech of some length. Understand direct instructions about routine procedures on public transport and public address announcements at stations and airports.
- **Spoken production:** describe experiences, dreams and ambitions; justify and explain plans and opinions; tell a story and the reaction it provokes. Describe the plot of a film or book. Give explanations or short prepared presentations on familiar topics.
- **Spoken interaction:** cope with almost every situation arising while travelling or dealing with officialdom; take part in a simple debate. Begin, sustain and close informal conversations on everyday topics with native speakers, expressing emotions (surprise, interest, gratitude) and taking part in short debates. Use paraphrase or simple synonyms when the exact word does not come to mind.
- **Written production:** write detailed descriptions and simple accounts of past experiences, feelings, events, dreams or future plans in a clear chronological sequence. Synthesise and integrate information from various simple sources, expressing opinions. Link short, independent sentences using connectors.
- **Mediation:** synthesise two sources on the same subject; explain and compare cultural practices.

CONTENT

Grammar. Conditional simple: hypothesis, advice and politeness. Future perfect and probability. Reported speech with backshift. Concessive clauses with *aunque* + indicative and awareness-raising of the subjunctive. Causal, consecutive and purpose clauses. The values of *se*. Introduction to the periphrastic passive. Verbal periphrases *seguir sin*, *acabar por*, *venir* + gerund. Discourse markers of contrast, conclusion and reformulation. Structures of comparison and proportion.

Pronunciation and spelling. Intonation of concession and contrast. Focus and contrastive stress. Punctuation in argumentative texts. The conventions of the formal letter.

Functions. Arguing and counter-arguing in a simple way. Expressing partial agreement. Formulating hypotheses about the present and the future. Making claims and negotiating solutions. Passing on information and other people's words. Evaluating and criticising. Organising a long text with introduction, development and conclusion.

Pragmatic tactics and genres. The structure of basic argumentation. Strategic politeness in complaints and negotiation. Global coherence and ellipsis. Spoken genres: role-based debate, negotiation, informal discussion, interview. Written genres: formal letter of request and complaint, short opinion article, critical review, report, argumentative forum.

Vocabulary. Household economy and consumer affairs. The media. Technology and the internet. The environment. Travel and tourism. The workplace (extended). First idiomatic expressions and everyday phraseology.

Culture and interculturality. Recent Spanish history in broad outline. Festivals and traditions and their origins. American varieties of Spanish and language attitudes. Accessible social debates. Intercultural mediation.

Spanish Term Course · Spring

Strategies. Critical reading and comparison of sources. Planning and revising argumentative texts. Self-assessment against the descriptors for full level B1.

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: everyday phraseology, synonymy and nuance; media vocabulary.

Composition: texts of 250-300 words following an argumentative outline.

Practice: reported speech, concessive clauses and discourse markers.

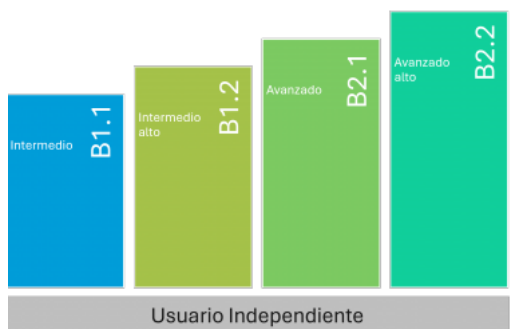
DELE: a full B1 mock examination and training for the oral paper.

ASSESSMENT

Stage examination in a format similar to the **B1 DELE** in full, with a written mediation task. Passing it certifies CEFR level B1 within the centre.

Class participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 6 · ADVANCED (B2.1)



IDENTITY

Students enter structured argumentation and the realm of the unreal: the imperfect subjunctive and unreal conditionals allow them to work with hypotheses and to qualify their commitment to what they say. Accuracy ceases to be the dominant criterion in favour of effectiveness.

Spanish Term Course · Spring

OBJECTIVES

- **Reading** : understand articles and reports on contemporary issues in which the writer adopts a particular stance.
- **Listening**: understand extended speech and lectures and complex lines of argument on relatively familiar subjects.
- **Spoken production**: give clear, detailed descriptions on a wide range of subjects; defend a point of view setting out advantages and disadvantages.
- **Spoken interaction**: take part in conversation with fluency and spontaneity; contribute actively to a debate.
- **Written production**: write clear, detailed texts; essays or reports that convey information or argue a case.
- **Mediation**: convey the detailed content of complex texts on familiar subjects; reformulate for different audiences.

CONTENT

Grammar. Imperfect subjunctive: forms and uses. Unreal conditionals in the present. Subjunctive in adjectival, temporal, purpose and manner clauses. Sequence of tenses between indicative and subjunctive. Aspectual and modal verbal periphrases. *Ser* and *estar* with participles and adjectives: nuances. Impersonal constructions. Argumentative and counter-argumentative connectors. Introduction to nominalisation.

Pronunciation and spelling. Rhythm and grouping in extended discourse. Intonation in concession and emphasis. Recognising reduction and elision in rapid speech. Punctuation in the service of argument.

Functions. Arguing with a structure: thesis, arguments, concession, refutation and conclusion. Qualifying and modalising. Expressing graded certainty, doubt and probability. Formulating unreal hypotheses. Reformulating and making precise. Persuading and dissuading. Expressing disagreement while preserving the relationship.

Pragmatic tactics and genres. Strategic politeness. Managing turns in debate. Markers of digression and of return to the topic. Formal, neutral and colloquial register. Spoken genres: formal debate, short paper, round table, comment on current affairs. Written genres: opinion article, argued report, review, letter to the editor, expository text with sources.

Vocabulary. Academic and scientific fields. Economics and business. Politics and society. Health and science. Sustainability and technology. Synonymy, antonymy and connotation. Restricted collocations and set phrases.

Spanish Term Course · Spring

Culture and interculturality. Contemporary history of Spain and Latin America. Institutions and political life. Current social debates. Twentieth-century literature. Auteur cinema. Critical analysis of cultural discourse.

Strategies. Academic reading and source management. Hierarchical note-taking. Writing through drafts with structural revision. Independent vocabulary expansion using combinatorial dictionaries.

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: connotation, register and restricted collocations. Priority is given to abstract and formal vocabulary relating to work, society, culture and the environment, and to vocabulary for personality traits.

Composition: texts of 300-400 words with an argumentative outline and structural revision.

Practice: sequence of mood and tense and precision in subordination.

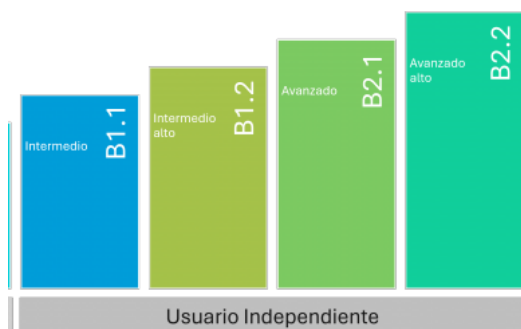
DELE: B2 tasks with integrated skills.

ASSESSMENT

Stage examination in a format replicating the **B2 DELE**, adjusted to the stage, integrating comprehension and production, with a written mediation task.

Class participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 7 · UPPER ADVANCED (B2.2)



Spanish Term Course · Spring

IDENTITY

This stage closes level B2 and with it the independent user. Students reach the degree of fluency and spontaneity that makes normal interaction with native speakers possible without strain for either party. It is the stage that opens the way to full university study.

OBJECTIVES

- **Reading:** understand contemporary literary prose and specialised articles written for a general readership; appreciate the writer's stance.
- **Listening:** understand most audiovisual media in standard language and speech whose structure is implicit.
- **Spoken production:** develop a topic clearly and in detail, integrating sub-themes and rounding off with a conclusion.
- **Spoken interaction:** defend positions in demanding debates and interviews; adapt register to the interlocutor.
- **Written production:** write short essays, reports and critical reviews with a logical structure.
- **Mediation:** mediate in communicative conflicts; synthesise divergent sources while preserving nuance.

CONTENT

Grammar. Unreal conditionals in the past: pluperfect subjunctive and conditional perfect. Full sequence of tenses. Subjunctive in concessive and causal clauses. Complex reported speech with adjustment of deictics and tenses. Alternation between periphrastic and reflexive passive. Discourse uses of the article. The values of the future and the conditional for conjecture. Nominalisation and condensation of information. Connectors of nuance.

Pronunciation and spelling. Prosody in planned discourse. Intonation in irony. The conventions of academic writing: citations, quotation marks, italics.

Functions. Arguing in demanding contexts. Expressing regret and reproach. Formulating counterfactual hypotheses about the past. Criticising and evaluating from a distance. Synthesising information from several sources. Adapting discourse to different audiences. Using irony appropriately.

Pragmatic tactics and genres. Implicatures and presuppositions. Complex politeness and face management. Global coherence: theme, rheme and progression. Spoken genres: job interview, discussion programme, defence of a position, critical commentary. Written genres: short essay, critical review, academic summary, professional correspondence, persuasive text.

Spanish Term Course · Spring

Vocabulary. Law and administration in non-specialist register. Art and culture. Cultural diversity. Project management and professional reputation. The language of journalism and advertising. Frequent phraseology. Euphemisms. Pan-Hispanic lexical variation. Complex personality traits and finely shaded moods.

Ámbitos Temáticos del B2 Alto	
Ámbito	Vocabulario Específico a Dominar
Sociedad y Actualidad	Política, medio ambiente, tecnología, diversidad cultural, medios de comunicación.
Trabajo y Formación	Entrevistas laborales, gestión de proyectos, relaciones profesionales, términos académicos.
Sentimientos y Carácter	Rasgos de personalidad complejos, estados de ánimo matizados, relaciones interpersonales.
Ciencia y Tendencias	Innovación, avances científicos divulgativos, economía doméstica y global.

Culture and interculturality. Twenty-first-century literature. The press and public opinion. Diatopic variation and language attitudes. Debates on identity. Critical analysis of cultural representation.

Strategies. Self-assessment using CEFR scales. Detecting fossilised errors. Rewriting as a technique for improvement. Independent preparation for B2 certification.

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: phraseology, euphemism and pan-Hispanic variation.

Composition: essay of 400-500 words with sources and peer review.

Practice: full sequence of tenses and elimination of fossilised errors.

DELE: full B2 mock examination marked against the official scales.

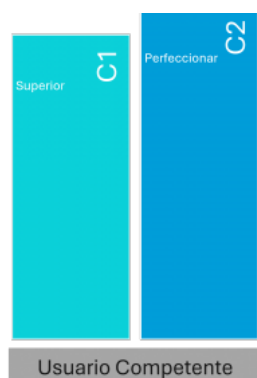
ASSESSMENT

Stage examination in a full B2 DELE-type format. Passing it certifies CEFR level B2 within the centre and opens the way to the proficient user.

Class participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

Spanish Term Course · Spring

STAGE 8 · SUPERIOR (C1)



IDENTITY

Students express themselves fluently and spontaneously without much obvious searching for expressions, and use the language flexibly and effectively for social, academic and professional purposes. The focus shifts from accuracy to precision, nuance and the organisation of extended texts.

OBJECTIVES

- **Reading:** understand long and complex texts, literary or factual, appreciating distinctions of style; understand specialised articles and lengthy technical instructions.
- **Listening:** understand extended speech even when it is not clearly structured; follow programmes and films without much effort.
- **Spoken production:** give descriptions and arguments on complex subjects, integrating sub-themes and closing with an appropriate conclusion.
- **Spoken interaction:** express themselves fluently without much obvious searching for the right expression; use the language flexibly and effectively.
- **Written production:** write well-structured texts on complex subjects, highlighting the salient points.
- **Mediation:** convey complex and specialised texts accurately, adapting them to different recipients; mediate in delicate situations.

CONTENT

Grammar. Complex sequences of tenses and reported speech in the past. Alternative conditional constructions (*a menos que, siempre que, con tal de que, de haberlo sabido, como* + subjunctive). Concessive and consecutive clauses of nuance. Emphatic and focus structures (*lo que..., fue entonces cuando, ser* + relative). Absolute constructions with participles and gerunds. Discourse uses of the

Spanish Term Course · Spring

article, the gerund and the infinitive. The full range of adverbial subordination. Thematisation and changes in word order. Ellipsis and informational density. Choice of mood in ambiguous contexts.

Pronunciation, spelling and typographic conventions. Prosody in planned discourse. Expressive intonation and vocal modalisation. Control of pace in presentations. Citations, notes and references; academic conventions.

Functions. Arguing with nuance and counter-arguing. Hinting and suggesting indirectly. Structuring long texts. Synthesising and evaluating divergent sources. Negotiating and persuading in professional contexts. Making aesthetic judgements. Using humour.

Pragmatic tactics and genres. Complex politeness and face management. Implicatures and things left unsaid. Markers with argumentative value. Cohesion in extended texts. Deliberate shifts of register. Spoken genres: academic paper, defence of a piece of work, specialised debate, negotiation. Written genres: academic essay, specialised article for a general readership, technical report, literary commentary, extended review, institutional correspondence.

Vocabulary. Academic and professional terminology. Legal and administrative language in non-specialist register. Literary and critical vocabulary. Set phrases and everyday proverbs. Neologisms and loanwords. Connotative nuance and euphemism. Lexical differences between varieties.

Culture and interculturality. Hispanic literary and artistic movements. The history of ideas. Cinema, theatre and the performing arts. The political and legal systems of Spain and Latin America. Debates on identity and language. Expert intercultural mediation.

Strategies. Independent management of sources and bibliography. Academic writing in phases. Self-diagnosis of residual error. Planning one's own route to further improvement.

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: specialised terminology, neologism and connotative nuance. **Composition:** academic essay of 600-800 words with cited sources. **Practice:** choice of mood in ambiguous contexts and stylistic editing. **DELE:** C1 integrated-skills papers.

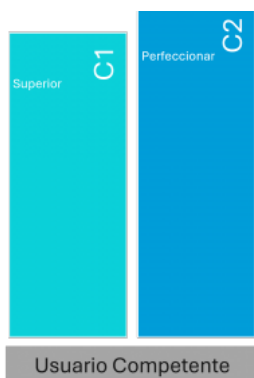
ASSESSMENT

Stage examination in a C1 DELE-type format, with integrated-skills papers. Control of register, informational density and rhetorical effectiveness are assessed.

Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

Spanish Term Course · Spring

STAGE 9 · PROFICIENCY (C2)



IDENTITY

Students understand virtually everything they hear or read, reconstruct information and arguments from a variety of sources, and express themselves with great fluency and precision, distinguishing fine shades of meaning in complex situations. The work centres on style, variation and the elimination of residual error.

OBJECTIVES

- **Reading:** read with ease virtually all forms of the written language, including abstract or structurally complex texts, texts rich in colloquialisms, and literary works.
- **Listening:** understand any kind of spoken language, whether live or broadcast, even when delivered at fast speed.
- **Spoken production:** present descriptions or arguments in a style appropriate to the context and with an effective logical structure.
- **Spoken interaction:** take part effortlessly in any conversation or debate, with a good command of idiomatic expressions, and get round difficulties so smoothly that others are hardly aware of them.
- **Written production:** write fluent texts in an appropriate style and with a structure that helps the reader.
- **Mediation:** interpret and reformulate highly complex texts while preserving nuance, tone and intention.

CONTENT

Grammar and the language system. Command of the complete verbal system, including marked and stylistic uses. The conjectural, modest and polite values of the future and the conditional. Choice of

Spanish Term Course · Spring

mood in contexts with little grammatical constraint. Complex and learned syntactic constructions. Hyperbaton and changes of word order for stylistic effect. Multiple subordination and condensation. Long-range cohesion. Archaic, literary and regional usage. Analysis of residual error and fossilisation.

Discourse, style and variation. Register and style: conscious, deliberate control. Diatopic, diastratic and diaphasic variation. The distinguishing features of speech and writing. Irony, humour, double meaning and implication. Rhetorical resources and figures of speech. Advanced typographic and academic conventions.

Functions. Persuading through rhetorical resources. Fine-tuning epistemic commitment. Arguing in highly demanding contexts. Reformulating while preserving nuance. Criticising and evaluating from a distance. Adapting discourse to very different audiences.

Genres. Spoken: lecture, specialised round table, high-level debate, in-depth interview, institutional address, impromptu commentary. Written: essay, academic article, opinion column, literary or film criticism, institutional report, creative writing, adaptation of style.

Vocabulary. Specialised vocabulary from several domains. Extensive phraseology: set phrases, proverbs, restricted collocations. Marked registers: formal, slang, colloquial, technical. Etymology and word formation. False equivalents within Spanish itself. Semantic precision and stylistic choice.

Culture and interculturality. The Hispanic literary canon and its critical readings. The cultural history of Spain and Latin America. Visual, performing and musical arts. Currents of thought. The media, public opinion and political discourse. Norm, linguistic authority and language policy in Spanish.

Strategies. Full autonomy: self-diagnosis, personal corpora, extensive critical reading. Stylistic refinement through rewriting. Metalinguistic reflection. Preparation for C2 certification.

ADDITIONAL SUBJECTS BY WEEKLY OPTION

Vocabulary: extensive phraseology, marked registers and etymology.

Composition: essay or creative text with stylistic rewriting.

Practice: elimination of residual error and metalinguistic analysis.

DELE: C2 integrated-skills papers.

ASSESSMENT

Stage examination in a format similar to the C2 DELE, with integrated skills and language in use. Precision, stylistic appropriateness and the ability to work with fine shades of meaning are assessed; only occasional, non-systematic errors are acceptable.

Spanish Term Course · Spring

OVERALL ASSESSMENT OF THE COURSES

TYPES OF ASSESSMENT

Type	When	Instrument	Purpose
Diagnostic	15 days before the start	Online placement test, with an interview in borderline cases	To assign a stage
Formative	Ongoing	Observation grids, tasks, drafts, recordings, short tests	To steer the learning process
Summative	Week 10	Stage examination	To move up to the next stage
Self-assessment	Ongoing	Portfolio and "can do" descriptors	To foster autonomy

The initial placement test is taken online about 15 days before the course begins, in order to assign each student the appropriate level. Students may be reassigned if, once the course has started, their level needs to be reconsidered and recalibrated.

In the stages that close a level (Lower intermediate, Upper intermediate, Upper advanced, Superior and Proficiency) the examination follows a format similar to the corresponding DELE. In the opening stages (Elementary, Intermediate, Advanced) it is a partial version calibrated against the content actually taught.

ASSESSMENT CRITERIA

A 0 to 5 scale in six categories, with descriptors adjusted to the stage: **appropriateness, coherence and cohesion, accuracy, range, fluency and pronunciation** (the last of these only in spoken production). In the A stages accuracy carries more weight; from Advanced onwards appropriateness and range do.

Grammar

- Recognises and understands the grammatical structures corresponding to their level of competence.
- Uses correctly the grammatical forms and structures worked on in spoken and written activities.
- Applies the morphosyntactic rules of Spanish with a degree of precision appropriate to their level.
- Identifies and corrects frequent grammatical errors in their own work and in that of others.

Language practice

Complutense Centre for Spanish Language Teaching

Universidad Complutense de Madrid, Edificio Multiusos – Calle Profesor Aranguren s/n, 28040 Madrid, Spain

Spanish Term Course · Spring

- Uses the linguistic resources studied to cope with communicative situations typical of their level.
- Uses vocabulary and structures appropriate to the context and to the communicative intention.
- Takes an active part in activities involving interaction and linguistic mediation.
- Shows increasing autonomy in the use of learning and communication strategies.

Reading comprehension and written expression

- Understands written texts appropriate to their level, identifying general and specific information.
- Interprets the meaning of texts taking account of context and communicative intention.
- Produces written texts that are coherent, cohesive and appropriate to the task set.
- Uses grammatical, lexical and spelling resources in keeping with their level of competence.
- Revises and improves their written work through self-correction strategies.

Listening comprehension and oral expression

- Understands spoken messages relating to communicative situations typical of their level.
- Identifies relevant information, main ideas and specific details in different types of listening material.
- Speaks clearly, using structures and vocabulary appropriate to their level.
- Takes part in conversations and communicative exchanges, respecting turn-taking and the basic norms of interaction.
- Uses communication strategies to resolve difficulties in oral comprehension and expression.

TERM MARK

Component	Weighting range (%)
Continuous assessment and class participation	30-50
Homework (portfolio)	20-30
Stage examination	30-50

Progression: 60 % overall and no less than 50 % in any one skill.

COURSE CERTIFICATE

Diploma: passing the examinations and attending regularly, with a minimum of 80 % of the sessions.

TEACHING STAFF

All teachers are university graduates and specialists in the teaching of Spanish.

Spanish Term Course · Spring

FEES

Hours	Price (€)
120 hours (12 h/week)	€1,405
140 hours (14 h/week)	€1,615
160 hours (16 h/week)	€1,810
180 hours (18 h/week)	€2,001
200 hours (20 h/week)	€2,211